



Universitat de Lleida

GUIA DOCENT  
**INNOVACIÓN E INVESTIGACIÓN  
EN TIC APLICADA AL AULA  
CLIL**

Coordinació: CASANOVAS CATALA, MONTSERRAT

Any acadèmic 2017-18

## Informació general de l'assignatura

<b>Denominació</b>	INNOVACIÓN E INVESTIGACIÓN EN TIC APLICADA AL AULA CLIL			
<b>Codi</b>	14779			
<b>Semestre d'impartició</b>	1R Q(SEMESTRE) AVALUACIÓ CONTINUADA			
<b>Caràcter</b>	<b>Grau/Màster</b>	<b>Curs</b>	<b>Caràcter</b>	<b>Modalitat</b>
	Màster Universitari en Formació Avançada del Professorat d'Educació Infantil i Primària	1	OPTATIVA	Semipresencial
<b>Nombre de crèdits ECTS</b>	6			
<b>Grups</b>	1GG			
<b>Crèdits teòrics</b>	4			
<b>Crèdits pràctics</b>	2			
<b>Coordinació</b>	CASANOVAS CATALA, MONTSERRAT			
<b>Departament/s</b>	DIDACTIQUES ESPECIFIQUES			
<b>Distribució càrrega docent entre la classe presencial i el treball autònom de l'estudiant</b>	Matèria semipresencial			
<b>Informació important sobre tractament de dades</b>	Consulteu <a href="#">aquest enllaç</a> per a més informació.			
<b>Idioma/es d'impartició</b>	Anglès			

Professor/a (s/es)	Adreça electrònica professor/a (s/es)	Crèdits impartits pel professorat	Horari de tutoria/lloc
CAPDEVILA TOMÁS, YOLANDA	y.capdevila@didesp.udl.cat	3	
CASANOVAS CATALA, MONTSERRAT	m.casanovas@didesp.udl.cat	3	
HERNÁNDEZ GONZÁLEZ, VICENÇ JOSEP	vicens_h_g@didesp.udl.cat	0	

## Objectius acadèmics de l'assignatura

It is expected that once the subject is completed, students will be able to:

- the scientific theories of the research conducted in ICTs into the design of CLIL teaching units.
- Use in an appropriate manner the new technologies in the development of a wide range of resources and pedagogical tools to teach efficiently
- Identify, analyse, select and adapt didactic materials for bilingual teaching in specific areas, taking into account the students' educational stage and its correlation with the competences established in the curriculum.
- Give oral presentations and defend a didactic proposal based on specific areas of CLIL providing scientifically based arguments in favour of its quality and validity in the context of bilingual educational
- Incorporate new strategies, teaching materials and information technologies in activities in the bilingual classroom.

## Competències

CB2 Know how to apply the acquired knowledge and be able to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study

CB3 Be able to integrate knowledge and deal with the complexity of making judgements based on information that, while incomplete or limited, includes reflections on the social and ethical responsibilities associated with the implementation of knowledge and judgements.

CB5 Possess the learning skills that enable them to continue studying in a way that will have to be largely self-directed or autonomous

CG1 Recognize and apply theoretical contributions on the innovation processes of the Pre-primary and Primary Education curriculum, in order to design, implement and assess teaching innovation projects that take into account the diversity in the classroom.

CG2 Synthesize information and use the Information and Communication Technologies in professional practice in order to improve information management

CG5 Communicate, exchange and transfer research results to other agents of the education system, in writing and orally, with the support of ICTs

CG6 Carry out tasks taking into account the quality and the need for continuous improvement, with the capacity for

self-criticism and the reflective skills necessary for responsible, ethical, rigorous and socially committed professional conduct.

CE1 Design and develop innovative educational proposals in classroom contexts related to a Specific Didactics.

CE3 Select and apply materials, ICT resources, methodologies, strategies and innovative experiences to improve teaching and learning in the different areas of the curriculum.

CE4 Interpret the educational reality, rigorously and accurately, exploring the relevant precedents and carrying out a research design in accordance with an adequate methodological approach to determine its weaknesses and strengths, and enable a progressive improvement in the quality of learning

CE5 Use the appropriate bibliographical references that follow relevant scientific precedents of the proposed research and synthesize this information in bibliographic, material, virtual, etc. repertoires, useful to support a research project.

CE7 Identify the latest developments in qualitative and quantitative research in the field of education and innovation.

## Continguts fonamentals de l'assignatura

Module 1. ICT and language learning

1. Technology and second language acquisition
2. From the web 1.0 to the Bring Your Own Device (BYOD) approach

Module 2. ICT uses in the CLIL lessons

1. Theoretical approach
2. Uses of technology in the CLIL classroom

Module 3. Training the teachers: ICT competence in the CLIL lessons

1. Effective browsing net
2. 2.0 tools in CLIL: Analyzing, selecting and adapting materials

## Eixos metodològics de l'assignatura

ACTIVITY	HOURS
Lecture (online)	40h
Reading and text analysis	35h
Written projects	70h
Supervision and feedback	5h
<b>TOTAL</b>	<b>150h.</b>

## Pla de desenvolupament de l'assignatura

Week	Module
<b>23th Oct.: Module 1 starts</b>	
23 <sup>th</sup> Oct.	
30 <sup>th</sup> Oct.	
6 <sup>th</sup> Nov.	Session: 3 Nov., 16:00-17:00 (Room 1.04 FEPTS)
13 <sup>th</sup> Nov.	Task 1: 15 Nov. (15%)
<b>20<sup>th</sup> Nov.: Module 2 starts</b>	
20 <sup>th</sup> Nov.	Session: 24 Nov., 16.00-18:00 (Room 1.04 FEPTS)
27 <sup>th</sup> Nov.	Task 1: 29 Nov. (15%)
4 <sup>th</sup> Dec.	Task 2: 11 Dec. (20%)
<b>9<sup>th</sup> Dec.: Module 3 starts</b>	
16 <sup>th</sup> Dec.	Session: 14 Dec., 10.00-12.00 (Room 1.40S.)
18 <sup>th</sup> Dec.	Task 1: 22 Dec. (25%)
8 <sup>th</sup> Jan.	
15 <sup>th</sup> Jan.	Task 2: 15 Jan (25%)

## Sistema d'avaluació

Assessment is based on the following tasks:

- Module 1. Task 1: 15%
- Module 2. Task 1: 15%
- Module 2. Task 2: 20%
- Module 3. Task 1: 25%
- Module 3. Task 2: 25%

## Bibliografia i recursos d'informació

### REFERENCES

#### BASIC REFERENCES

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Levy, M., & Stockwell, G. (2013). *CALL dimensions: Options and issues in computer-assisted language learning*. London: Routledge.

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López, M. & Galván, C.(2017). "Creating Materials with ICT for CLIL Lessons: A Didactic Proposal", *Social and Behavioral Sciences*, 237, 633 – 637. Retrieved from

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- Islam, C., & Mares, C. (2003). *Adapting Classroom Materials*. In B. Tomlinson (ed.) *Developing materials for language teaching*. London: Continuum, pp. 86–100.
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- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Mehisto, P. (2008). CLIL Counterweights: Recognising and decreasing disjuncture in CLIL. *International CLIL Research Journal*, 1(1), 93–119.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual education*. Oxford: Macmillan Education.
- Morton, T. (2013). Critically Evaluating Materials for CLIL: Practitioners' Practices and Perspectives. *Critical Perspectives on Language Teaching Materials*, pp. 111–136.
- Tomlinson, B. (2001). Materials development. In R. Carter & D. Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, pp. 66–71.

#### COMPLEMENTARY REFERENCES

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- Hillyard, S. (2011). First steps in CLIL: Training the teachers. *Latin American Journal of Content & Language Integrated Learning*, 4(2), pp. 1–12.
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- Underwood, J. H. (1984). *Linguistics, Computers, and the Language Teacher. A Communicative Approach*. Rowley, MA: Newbury House Publishers, Inc.